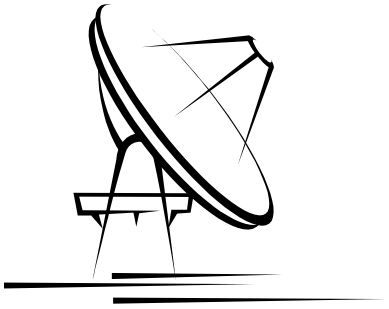
2004 - 2005 NASDSE SATELLITE CONFERENCE SERIES:
"Math Instruction for Students with Special Needs"

Wednesday, March 16, 2005 1:00 pm – 3:00 pm (ET)

Presenter: John Woodward, Ph.D.
Distinguished Professor in the School of Education
University of Puget Sound

The requirements of the No Child Left Behind Act not only include high expectations for achievement and accountability in reading, but in math and other subjects as well. While much focus has been given to reading, the same attention has not been given to math. The presenter will emphasize how changes in technology and learning theory have shaped new approaches to teaching and learning math. These new methods have to be tailored to meet the needs of students with disabilities. In this conference, Dr. Woodward will address current research and instructional strategies that ensure quality instruction and high outcomes in math for all students, including students with disabilities. The presenter has written and presented extensively in this area in the United States and other countries.



TECHNICAL INFORMATION

Wednesday, March 16, 2005

TIME: 1:00 p.m. – 3:00 p.m. ET
12:00 p.m. – 2:00 p.m. CT
11:00 a.m. – 1:00 p.m. MT
10:00 a.m. – 12:00 p.m. PT

TEST TIME: 12:30 p.m. – 1:00 p.m. ET
11:30 a.m. – 12:00 p.m. CT
10:30 a.m. – 11:00 a.m. MT
9:30 a.m. – 10:00 a.m. PT

SATELLITE: IA-6 (formerly TELSTAR – 6)
BAND: C-BAND
TRANSPONDER: 16
CHANNEL: 16
POLARITY: HORIZONTAL
AUDIO: 6.2 / 6.8 MHz
LOCATION: 93° WEST LONGITUDE
FREQUENCY: 3800 MHz

TECHNICAL TROUBLE NUMBER (Day of the program only)
(724)337-1808

Slide 1

Mathematical Traditions and the Problem of Change

John Woodward
Professor, School of Education
University of Puget Sound
Tacoma, Washington

woodward@ups.edu

Slide 2

Staying with Tradition and Seeing Change

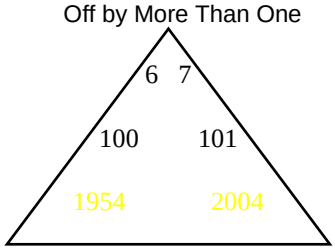
An Anthropologist's Advice

"… there are a good many more ways of getting it wrong than getting it right, and one of the most common ways of getting it wrong is through convincing ourselves that we have gotten it right …"

- Clifford Geertz

Slide 3

Off by One, Off by More Than One



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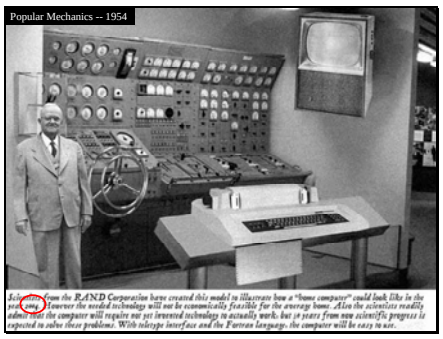

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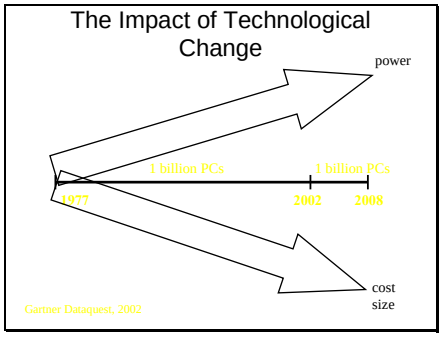

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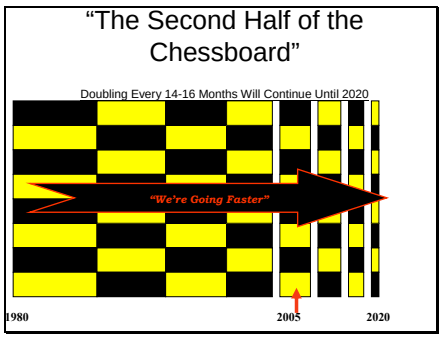
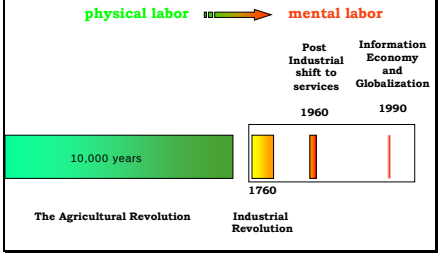


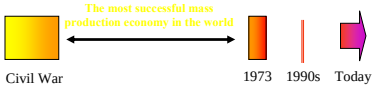
Slide 7

Changes in Work and the Opportunities to Adjust



Slide 8

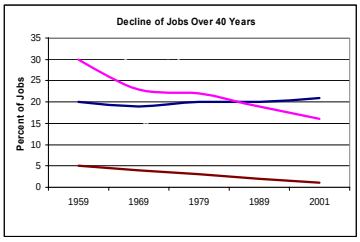
It Was a Good Run for the United States



- 1946 to 1972
  - The "golden age" in the US: Family income doubled
  - Devastated European and Asian economies finally dig out of World War II, creating export economies with highly trained workers
- 1973 – 1990
  - Wage differences for high school and college grads
    - 40% higher for college grads in 1973
    - 90% higher for college grads in 1990

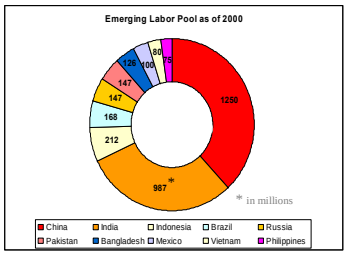
Slide 9

Areas of Decreasing Employment



Slide 10

The Endless Supply of Low Skilled Labor



Source: Tonelson, A. (2002). ***The race to the bottom: Why a worldwide worker surplus and uncontrolled free trade and sinking American living standards.***

Slide 11

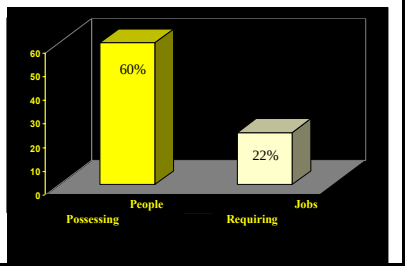
What All of This Means in the Near Term

A 7th grader in 2004 - 2005

A high school graduate in 2010

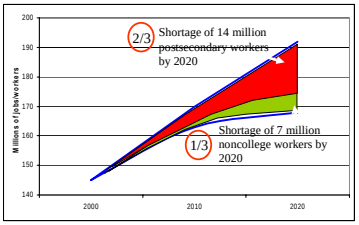
Slide 12

Job Demands by 2010



Slide 13

The Gap in Labor Force Growth and Job Growth through 2020



Carnevale and Desrochers, 2003

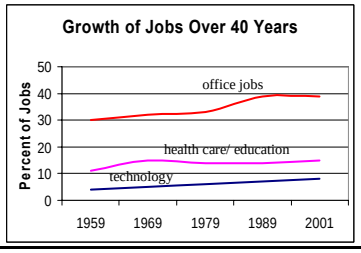
Slide 14

Rising Employment: The Office Economy

- Regardless of industry
  - Office workers are 41% of the workforce
  - They account of 50% of earnings
  - They are 65% of all managers and professionals
- Low skill service sector is 20% of the workforce
  - Relatively unchanged since 1959 but it will increase without continued increases in educational attainment

Slide 15

Areas of Increased Employment

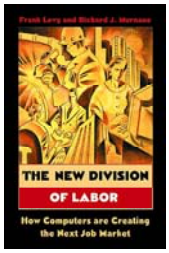


Slide 16

Office Work

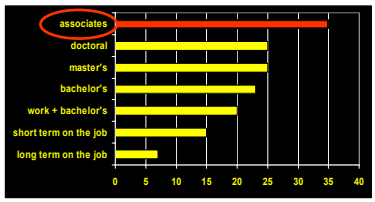
The race *against* technology
- Communication skills
- Problem solving
- Pattern analysis
- Ability to *work with* technology

-- *Levy & Murnane* (2004)



Slide 17

Percent Change in Jobs by Source of Education 2000-2010



US Dept of Labor, 2003 Occupational Outlook

Slide 18

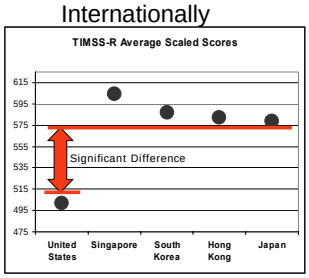
What Does All of This Mean for Mathematics Education and Students with Disabilities?

- In 25 years, we've gone from:
  - 1980s – back to basics
  - 1990s – the high standards movement
  - 2000s – high standards + accountability
- What is the *ALL* in ALL STUDENTS WILL ….?

Woodward, J. (2004). Mathematics reform in the US: Past to present. Journal of Learning Disabilities

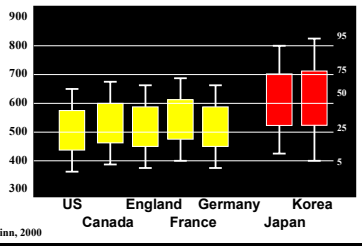
Slide 19

The Question of ALL Students Internationally



Slide 20

Variability and the 8th Grade TIMSS



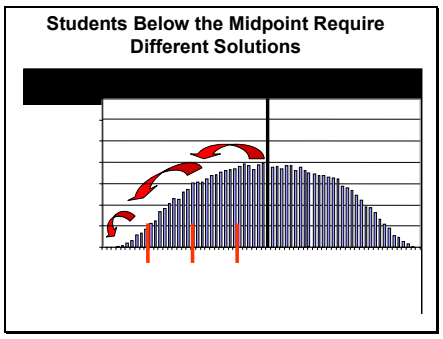
Slide 21

Now the Question of ALL Students in the United States Who Are

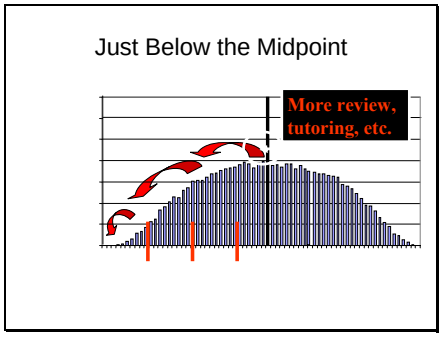
– by Some Measure –

Below the Academic Midpoint in Mathematics

Slide 22



Slide 23



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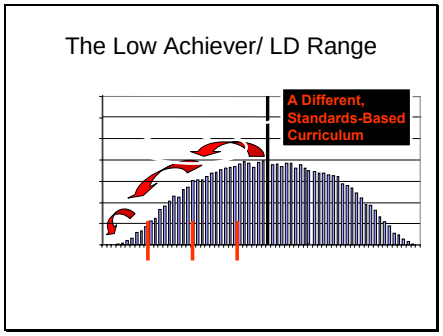
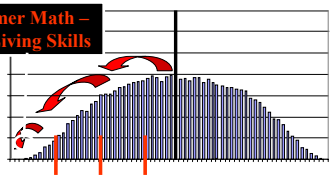


Slide 25

Students with Significant Cognitive and Physical Difficulties

Consumer Math – Daily Living Skills



Slide 26

Implications for Special Education

- Many students with mild disabilities can benefit from new approaches to mathematics that move them in the direction of algebra
- Students with more severe disabilities have mathematical needs best articulated through IEPs
  - By definition, their goals should be *customized*
  - *By the nature of their disabilities*, moving toward algebra is neither feasible nor relevant

Slide 27

For Those Students with Disabilities a New Way of Thinking about Mathematics

- Early Intervention – Is There an Analogy with Reading Interventions?
- Are Best Instructional Practices for Math from the Past *Best*?
- Rethinking the Problem Means Doing More than Acquiring New Materials

Slide 28

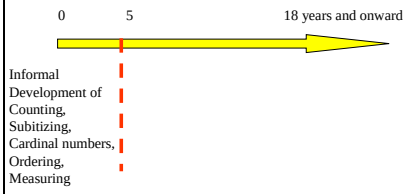
Number Sense as Phonemic Awareness

As the national focus in education shifts from reading to math, some hope that there is a similar kind of early intervention in math, particularly with students at-risk for special education.

Put simply, “Are there 5 key principles in math like there are in reading?”

Slide 29

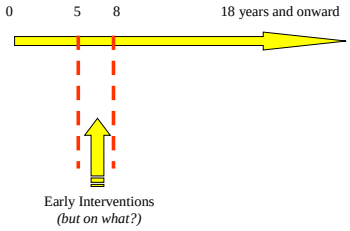
Math Develops Naturally *Before* School



And how well a young child does “in math” is task dependent

Slide 30

Intervening in the Early Years



Slide 31

This Would be a Major Mathematical Error

- When shown 4, the student
  - Says “4”
  - Counts to 4
  - Writes 4
- When shown • • • • the student
  - Says “4”
  - Counts to 4
  - Writes 4

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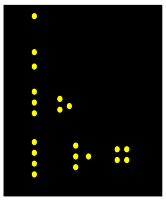
Counting and Identifying Numbers

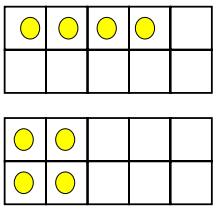
4 is “four” but It Is Also



Patterns

Slide 33

4 Is Also



Near 5

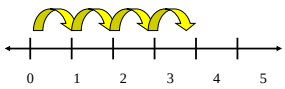
5 – 1

10 – 6
4 + 6 = 10

“Doubles”

Slide 34

4 Is Also



An Array

Slide 35

4 Is Also

$4 = 4$	$4 = 2^2$
$4 = 4 + 0$	$4 = \sqrt{16}$
$4 = 3 + 1$	$4 = 8 \div 2$
$4 = 2 + 2$	$4 = 10 - 6$
$4 = 2 \times 2$	$4 = 4 + (4 \times 0)$

etc.

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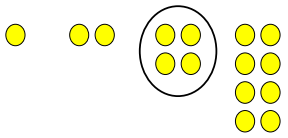
4 Is Also



Slide 37

4 Is Also

$\frac{1}{4}$

ssn# 349-77-6549

427-9436

1244 W. 10th Place

first second third fourth

4 o'clock

Slide 38

4 Isn't A Number "By Itself" (It's More Complex Than You Think)

$$4 + 4 \neq 8$$

Slide 39

This Makes Cents When You Think About It

4 dollars + 4 dimes = $4.40

Slide 40

And There's More Than Counting and Identifying Numbers

- *The Content & Process Strands of the NCTM Standards*
  - Measurement
  - Geometry
  - Fractional Numbers (Pattern Blocks)
  - Collecting and Analyzing Data (Pictographs)
  - Pattern Analysis
  - Reasoning, Communicating, Representing
  - Problem Solving

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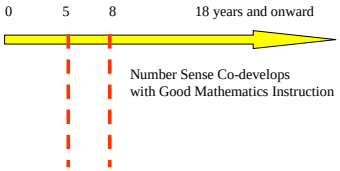
Number Sense is Also



Number Sense Co-develops
with Good Mathematics Instruction

Slide 42

How Good is Your Number Sense?

$\frac{4}{7} \overset{?}{<>} \frac{2}{5}$

1 2 3 4 5 6 7 9
x 9
1 1 1,1 1 1,1 1 1 why?

20x + 140x + 13x + 70x + 7x – 20x =

15, 987, 588
- 1,999

Slide 43

Are Best Practices from the Past *Best*?

- Math research was conducted by generalists
- Math research comes from the 1980s Back-to-Basics era
  - Instruction stressed rote learning
  - It never envisioned the math literacy (or the technology) students need for today or the future
- The students used in the research are highly variable
  - As mentioned earlier, we need different solutions for different students who are below the 50th %ile

Slide 44

The Problem with Past Best Practices

Some Examples

- Key Instructional Principles
  - Teach computational skills sequentially and/or hierarchically to ***mastery***
  - Insure high levels of success at each step
  - Provide practice to the point of overlearning
  - Teach students key words for solving problems

Slide 45

Teaching Facts: Lots and Lots of Drill and Practice

(How Else Would You Do It?)

12 - 3	12 - 4	12 - 5	12 - 6	12 - 7	12 - 8	12 - 9
13 - 4	13 - 5	13 - 6	13 - 7	13 - 8	13 - 9	
14 - 5	14 - 6	14 - 7	14 - 8	14 - 9		

Slide 46

But Given the Memory Demands, We Get:

```
  12        12        12
- 7       - 7       - 7
  6         11        ?
(or 4)      10
            9
            8
            7
            6
            5
```

Slide 47

COMPUTATIONS: A Hierarchy to Skill Development

```
  5      35     357     357
x 3    x 3    x 3     x 43
```

Slide 48

It Looks Like Multiplication

```
  2 2
  1 2
   357
 x 43
  1071
+1428
 15251
```

30 *procedural* steps

Slide 49

The Direct Translation Method

Mattie loved to read books, so every day Mattie read 3 books. Mattie read 18 books in all. How many days did Mattie read books?

- Look for key words *each* or *every*
  - *Each* or *every* mean to multiply or divide
- Look for the big number – it tells how many there are in all.
  - This problem tells how many books Mattie read in all – that's the big number.
  - The remaining "2 small numbers" are part of a family
  - In this case, we divide 18/3 = 6
- Go on to the next problem

Darch et al. (1984) Explicit Instruction in Mathematics Problem Solving. Journal of Educational Research

Slide 50

Another Look at Direct Translation

Problem 1

Kara has 34 coins, and she gets 12 more coins from her piggy bank. How many coins does she have?

Problem 2

Lindsey has 57 tennis balls. If Lindsey gets 16 more, she will have as many as Morgan. How many tennis balls does Morgan have?

Problem 3

Erin has 46 comic books. He has 15 more comic books than Jason has. How many comic books does Jason have?

Woodward, J., Baxter, J., & Scheel, C. (1997). It's what you take for granted when you take nothing for granted: The problems with general principles of instructional design. In T. Scruggs & M. Mastropieri (Eds.), Advances in Learning and Behavioral Disorders (Vol. 11), (pp. 199-234). New York: JAI Press.

Slide 51

So What Can We Do?

- Keys Elements from Special Education Research
  - Develop Strategic Knowledge
  - Work on Task Persistence
  - Provide Distributed Practice
- Math Reform and Cognitive Psychology
  - Visual Representations and Classroom Talk
- Findings from International Comparative Research
  - Conceptual Understanding as a *Habit of Mind*
  - Fewer Topics in Greater Depth

Slide 52

Examples of Number Sense

Math Facts Are Still Important

- Teach Strategies
- Use Visual Representations
- Have Timed Practice for Automaticity
- Link Facts to Approximations

Slide 53

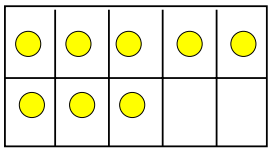
Fact Strategies

- Addition
  - Doubles (3 + 5 = 4 + 4)
  - Doubles Plus 1 (4 + 5 = 4 + 4 + 1)
  - Through 10 (8 + 5 = 8 + 2 + 3)

Slide 54

Visual Representations for Facts: Ten Frames

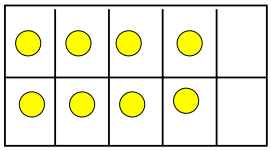
5 + 3



Slide 55

Ten Frames

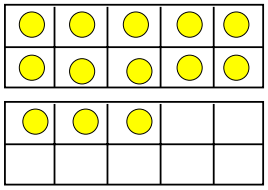
5 + 3 as *doubles (4 + 4)*



Slide 56

Ten Frames

8 + 5 = 8 + 2 + 3 *(thru 10s)*



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Facts and Number Sense

$$\begin{array}{rcrcrl} 8 & & 80 & & 800 & \text{extended facts} \\ \underline{+\ 5} & \rightarrow & \underline{+\ 50} & \rightarrow & \underline{+\ 500} & \\ & & & & \Updownarrow & \\ 781 & & & & 800 & \text{approximations} \\ \underline{+\ 506} & \rightarrow & & & \underline{+\ 500} & \end{array}$$

Slide 58

Examples of Number Sense

Controlling Procedural Knowledge and Stressing the Concept of Place Value

Regrouping

$$\begin{array}{r} 37 \\ +\ 49 \end{array} \longrightarrow \begin{array}{r|l} 10 & \\ 30 & 7 \\ +\ 40 & 9 \\ \hline 10 & +\ 6 \end{array}$$

Informal commutation

$37 + 42 = (30 + 7) + (40 + 2)$
$= (30 + 40) + (7 + 2)$

Slide 59

Examples of Number Sense

Controlling Procedural Knowledge and Stressing the Concept of Place Value

$$\begin{array}{r} 86 \\ \times\ 6 \end{array} \longrightarrow \begin{array}{r|l} 80 & 6 \\ \times & 6 \\ \hline 36 & \\ +\ 480 & \\ \hline 516 & \end{array}$$

Partial product algorithm

$6\overline{)24}$ ↓ $6\overline{)238} \longrightarrow 6\overline{)240}$

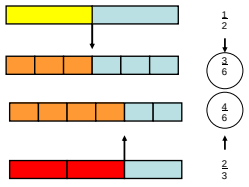
Rounding to "extended facts"

Slide 60

Moving Beyond Whole Numbers

Visual Representations and Rational Numbers

Equivalent Fractions



$\frac{3}{6}$

$\frac{4}{+6}$

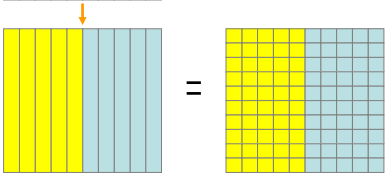
Slide 61

Moving Beyond Whole Numbers

Visual Representations and Rational Numbers

Fraction Bars to 100 Square Grids

$\frac{5}{10} \times \frac{10}{10} = \frac{50}{100}$



Slide 62

Decimal Numbers

Procedures vs. Number Sense

Compute

3.12
x 5.05

OR

Where does the decimal go?

3.12 x 5.05 = 1 5 7 5 6
3.12 x 50.5 = 1 5 7 5 6
.312 x 5.05 = 1 5 7 5 6

Slide 63

Problem Solving

Lists of these kinds do not develop problem solving

*Mattie loved to **read books**, so every day Mattie read 3 books. Mattie read 18 books in all. How many days did Mattie read books?*

*Mattie loved to **eat grasshoppers**, so every day Mattie ate 3 grasshoppers. Mattie read 18 grasshoppers in all. How many days did Mattie eat grasshoppers?*

*Mattie loved to **milk cows**, so every day Mattie milked 3 cows. Mattie milked 18 cows in all. How many days did Mattie milk cows?*

Slide 64

Make a Graph for Each Set of Data

Be Sure to Choose the Best Graph for the Data

The Hornets are a fast pitch softball team. Over the last 4 years, they have recruited players from all over the city to be on their team. As a result, they have won more games every year. Here is their record over the last 5 years.

Year	Won	Lost
1999	14	16
2000	17	13
2001	18	12
2002	21	9
2003	25	5

The Hornets are part of a Western Region League that has 120 teams at their level. Here are where the teams are located and how many teams in each region.

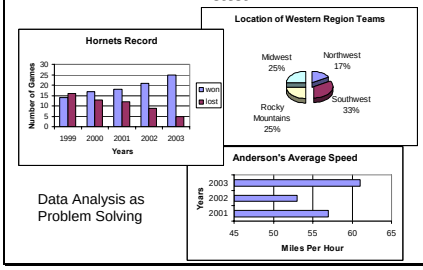
Region of the Country	Number of Teams
Northwest	20
Southwest	40
Rocky Mountains	30
Midwest	30

Kevin Anderson has been on the team as the starting pitcher since 2001. He has worked hard on his pitching. Here is the data on the average speed of his pitches for the last 3 years.

Year	Average Speed
2001	57 mph
2002	53 mph
2003	61 mph

Slide 65

Different Representations of the Data

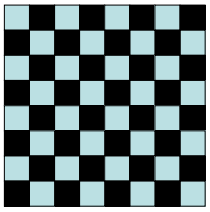


Data Analysis as Problem Solving

Slide 66

Good Problems Don't Need Many Words

How many squares do you see? (Hint: the answer is NOT 64 or 65)



Problem Solving Strategies:

Look for patterns

Represent patterns using a table

Slide 67

A Sample of Statewide Assessments

A cereal manufacturer puts a 50¢ coupon in every eighth box and a free coupon in every hundredth box.

Tell how often a box will contain **both** coupons. Explain or show how you found your answer.

Every _____th box will contain both coupons.

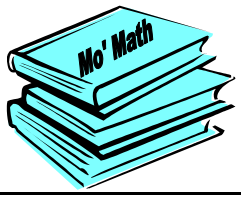
(space for a written explanation telling why)

Slide 68

It's Not Just a Matter of New Materials

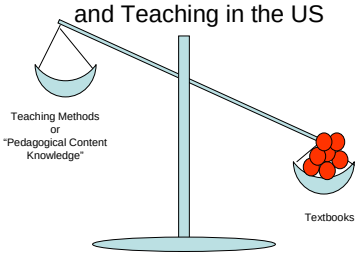
In the end, replacing textbooks is easier than replacing teachers.

Walter Doyle



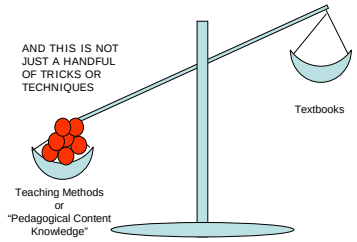
Slide 69

More than Materials: Textbooks and Teaching in the US

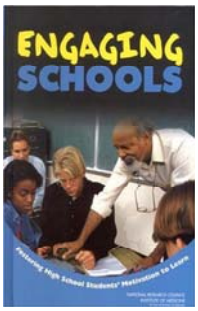


Slide 70

Successful TIMSS Countries



Slide 71



Motivation

A joint publication by:

National Research Council
Institute of Medicine
of the National Academies

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Slide 72

It's a Crisis at Secondary Schools

- On average, 17-year-old African American and Latinos taking the NAEP read and did math about as well as white 13-year-olds
- 40% of 12th graders in central cities scored below basic in math.
- White students in secondary schools have about an 86% chance to get a teacher certified to teach math or science. For nonwhite students it is about 42%

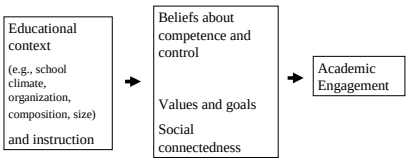
Slide 73

Giving Up

- A survey of 13,000 8th graders
  - 32% dropped out because they could not keep up with school work.
- A survey of 100,000 7th through 11th grade students
  - students from families with low SES and students of color reported *less understanding* of teachers' lessons and comprehension of the material that they read for school.
  - Although *they spent about as much time on homework* as the other students in the same classes, they were much less likely to complete their homework.
- Generally, students drop out because
  - They are socially and academically unengaged
  - They felt no one cared

Slide 74

Engaging Schools



Slide 75

Some Key Points

- Smaller schools (300 – 900) and caring environments
  - A culture centered on learning
- "Academic press" – high standards for all
  - In mathematics classrooms:
    - Variations in tasks
    - An emphasis on understanding
    - Classroom discussions with peers
- Schools with strong links to parents and communities
- Organizational structure and services that address non-academic needs

Slide 76

Some Summary Thoughts

- Put *Many* Special Education Students on a Richer Mathematical Diet
  - The NCTM Standards are a Guide
- Attend to the Characteristics of These Kids
  - Control Procedural Knowledge Tasks
  - Teach Strategies
  - Distribute Practice (not necessarily drill)
  - Conceptual understanding needs to be a *habit of mind*
- Motivation and School Connectedness Are Essential
- Use IEPs to Customize the Needs of the Lowest Ability Students in Special Education

Slide 77

50 Years After Brown vs. Board of Education

Mathematics Education is a Civil Rights Issue

"Today . . . the most urgent social issue affecting poor people and people of color is economic access. In today's world, economic access and full citizenship depend crucially on math and science literacy. I believe that the absence of math literacy in urban and rural communities throughout this country is an issue as urgent as the lack of Black voters in Mississippi was in 1961."

Moses, R. P. (2001). *Radical equations: Math literacy and civil rights*.